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Graduate Associate Deans' Group Minutes

Graduate Council

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10-28-2004

# Graduate Associate Deans' Group Minutes - October 28, 2004

Graduate Council

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GRADUATE DEANS' GROUP  
THURSDAY, OCTOBER 28, 2004, 2:00 – 3:15 P.M.  
4<sup>th</sup> FLOOR CONFERENCE ROOM, ANDY HOLT TOWER

Attending

Mary Papke (Chair), Mary Albrecht, Tammy Barnhart, Ed Caudill, Bill Dunne, Jerry Faria, Tom George, George Hoemann, Anne Mayhew, Alan Hollis, Buddy Moore, Stefanie Ohnesorg, Masood Parang, Linda Phillips, K.C. Reddy, Kay Reed, Rose Ann Trantham.

The meeting was called to order by Mary Papke, Chair, at 2:00 p.m.

1. Operating Guidelines – Mary Papke.

Proposed new operating guidelines were reviewed and approved for recommendation to the Graduate Council (Attachment 1).

2. *Organization & Administration of Graduate Education* – Mary Papke.

Mary Papke and Anne Mayhew asked the Deans' Group to discuss topics from the CGS publication *Organization and Administration of Graduate Education*. The following topics were reviewed:

- *The Role of Adjunct Faculty* (Page 30). Issues related to external examiners for doctoral dissertations were discussed.
- *Responsible Conduct in Research* (Page 14). After discussion of where guidelines for responsible conduct in research could be found, Papke commented that a statement on responsible conduct in research will be included in the New Graduate Student Orientation web page.
- *Academic Dishonesty or Plagiarism, including discussion on Appeal Processes* (Page 30). Mayhew asked the group to consider whether they were satisfied with sending appeals concerning academic dishonesty through the Office of Student Conduct. Albrecht asked that if a new policy is developed, it should be clear and easily accessible. Mayhew asked any group members who were interested in working on the appeals process to contact Papke by email.
- *Postdoctoral Fellows and Visiting Scholars* (Page 33). After a discussion of the importance of postdoctoral fellowship positions in research activity at the university, Mayhew asked Moore to recruit a group to develop a policy on postdocs.

3. Best Practices in Teaching Program Proposal – Mary E. Papke.

Mayhew and Papke have developed a proposal for a year-long program designed to introduce graduate teaching assistants and associates to best practices in teaching (Attachment 2). The program is designed to give them opportunities to discuss teaching-related issues with faculty and peers from across the university.

Further ideas will be addressed as the full program of workshops for 2005-2006 graduate teaching assistants and associates is developed.

Meeting adjourned at 3:30 p.m.

### **Attachment 1**

University of Tennessee  
Graduate Deans' Group  
Operating Guidelines

Approved: October 4, 2001  
Revised: September 18, 2003  
Recommended for Change  
By Graduate Deans' Group:  
October 28, 2004

Recommended changes are noted with ~~striketrough~~ for deletions and **bold**, **underscore** for additions.

*Role/Function.* The Graduate Deans' Group serves two specific roles or functions. First, the Group provides advice and counsel from an administrative perspective to the Graduate Council and its committees **through the Associate Dean** ~~and to the Dean~~ of Graduate Studies on issues and policies related to graduate education and operations of the Office of Graduate Student Services. Second, members of the Group function to insure that information accruing from actions of the Graduate Council flows back to the individual academic units for implementation.

*Members/Participants.* The administrative officials who have primary day-to-day responsibility for graduate education, one each from the several colleges, make up the Graduate Deans' Group. Members are typically either the Dean or the Associate Dean who has graduate program responsibility. An alternate member for each unit is typically listed and participates when the regular member is unable to attend. In addition to the Deans or Associate Deans, the Group includes the **Associate** Dean of Graduate Studies and certain members of the staff of the Office of Graduate Student Services.

*Meetings.* Meetings are normally scheduled prior to the scheduled meeting of the Graduate Council. The Office of Graduate Student Services publishes a list of meeting dates at the beginning of each academic year.

*Presiding Officer.* The **Associate Dean of Graduate Studies will serve as** Chair of the Graduate Deans' Group **and** shall be responsible to convene and preside at meetings of the Group and subsequently to report on deliberations of the Group as appropriate. ~~The Chair of the Graduate Deans' Group is elected from among the individual Deans/Associate Deans who make up the Group. The term of services for the Chair shall be three years and commences at the beginning of the fall semester following election at the last regularly scheduled~~

~~meeting of the Group during the previous spring semester. The electors shall be the Deans/Associate Deans who are members of the Graduate Deans' Group. Included in the spring election, a vice chair shall be elected from the Deans/Associate Deans' Group to serve in the absence of the regular chair.~~

*Agenda.* Members of the Graduate Deans' Group or the **Associate** Dean of Graduate Studies may propose agenda items. A call for agenda items will be issued several days in advance of regularly scheduled meetings. The staff member of the Office of Graduate Student Services who has been assigned to serve as Secretary to the Graduate Deans' Group will have responsibility for compiling, publishing and distributing the agenda.

*Minutes.* A written record of the deliberations of the Graduate Deans' Group shall be compiled. The Secretary to the Graduate Deans' Group shall be responsible on a continuing basis for compiling this written record, providing a copy to the Chair for review, and subsequently submitting a copy for the official records of the Graduate Council.

*Reporting.* The Chair of the Graduate Deans' Group reports regularly to the Graduate Council on behalf of the Group. The Chair's oral report typically summarizes the deliberations of the Graduate Deans' Group. This report of the Graduate Deans' Group shall follow the Graduate Dean's report at regularly scheduled meetings of the Graduate Council. In addition to an oral report to Council by the Chair, a copy of the written record summarizing actions of the Group shall be submitted to Council to become part of the official record of the Council.

## **Attachment 2**

### **Proposal for a **Best Practices in Teaching Program** for Graduate Teaching Assistants and Associates at the University of Tennessee**

Anne Mayhew and Mary E. Papke

We are proposing a year-long program designed to introduce graduate teaching assistants and associates to best practices in teaching and to give them opportunities to discuss teaching-related issues with faculty and peers from across the university. The program would not carry university credit, but participation in a specified number of sessions and submission of a teaching portfolio would result in a letter from the Dean of Graduate Studies indicating successful participation. This letter could become part of the student's dossier.

Students would indicate at the beginning of the academic year their interest in participating in the program. Each student would then be required to attend xx Basic Issues sessions and at least xx more Specialized Issues sessions of their choice. Students would also be required to submit a critique of each session they attend as well as at the end of the program a teaching portfolio which will be reviewed and returned to the student for later use. A committee with members nominated by the Council on Freshman Experience will evaluate the submitted materials.

Many universities currently offer certificate programs in college teaching. These certificate programs typically depend on departments to offer a teaching course in their specialization as part of the overall certificate requirements. Since few of our departments offer such a course, we believe a less formal (non-credit, non-certificate) program would be easier to implement in the near future. This program's success would certainly depend on buy-in from departments across the university. Further, it does not replace the need for specialized orientation within departments. At the same time, it does offer a broader discussion of best practices in teaching than most departments can afford since it will draw upon all the resources of the university (faculty, staff, and administrators) for the sessions while requiring no released time for any one person and will, as well, offer a variety of "tracks" the student might pursue. The full program is designed to run throughout one academic year. It is possible that we might attempt a pilot project next spring (2005) to try out various components of the larger program. Ideally, the full program would be available to all graduate teaching assistants and associates in 2005-2006.

Possible sessions are listed below:

**Basic Issues Sessions (Fall)**

1. What Do Students Already Know and What Should Students Learn
2. Classroom Expectations and Civility
3. Preparing Syllabi, Examinations, and Paper Assignments (including discussion of research methods, plagiarism, and creating a teaching portfolio)
4. Using Blackboard and Email Effectively in Teaching

**Specialized Issues Sessions (Spring)**

1. A more focused continuation of What Do Students Already Know and What Should Students Learn with special emphasis on the content-specific nature of teaching demands since “one size” in teaching pedagogy does not fit all
  - A. What’s So Hard about Teaching the Sciences
  - B. What’s So Hard about Teaching the Social Sciences
  - C. What’s So Hard about Teaching the Humanities
2. How to Incorporate Writing and Oral Presentations in Freshman Courses
3. How to Incorporate International/Intercultural Perspectives in Your Course
4. How to Incorporate Interdisciplinary Perspectives in Your Course
5. Making Mentoring Work for You (with special focus on evaluation, collaboration, and review)
6. The American/Intercultural Classroom
7. Participation in the Graduate Dean’s Colloquy (Sample texts: *Hope In the Unseen*, *The Academic Self*, *Academic Instincts*, *Jane Addams and the Dream of American Democracy*, *The Making of a Black Scholar: From Georgia to the Ivy League*)